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Challenges Encountered by Yarmouk University's M.A. Translation Students in Translating CNN's Idioms into Arabic

تحديات تواجه طلبة ماجستير الترجمة في جامعة اليرموك في ترجمة مصطلحات ال سي أن أن إلى العربية

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Challenges Encountered by Yarmouk University's M.A. Translation Students in Translating CNN's Idioms into Arabic

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Dedication

I dedicate this work to my beloved father and mother, to my wife who was patient, supportive ad encouraging and kids, and to my brother, sisters and friends.

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I thank Allah the Almighty for endowing me with everything I have and giving me the will, strength, and patience to complete my thesis.

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Abstract

Kofahi, Ahmed Ghaleb, Challenges Encountered by Yarmouk University's M.A. Translation Students in Translating CNN's Idioms into Arabic, M.A. Thesis, Yarmouk University 2014. (Prof. Abdullah T. Shunnaq)

This study aims at investigating problems encountered by M.A. translation students at Yarmouk University in translating idioms from CNN English website. It combines practical and theoretical sides together. The researcher assesses the major challenges that M.A. translation students face when translating English idioms reported in CNN's English website. The researcher provides a test, containing 23 stretches of speech with one idiom each, to 34 M.A. translation students to be translated from English into Arabic. Then, the researcher analyzes the translations considering the strategies used in translating them, and the types of equivalence the students opted for when translating them. The idioms were given in full sentences, stressing that the idiom has to be translated within its context. The researcher compares and contrasts the translations given by students with the refereed translation of two professional translators in media translation. After that, the researcher comes up with some conclusions, findings and recommendations to help translating the idioms used by CNN news reports.

Chapter One: Introduction

1.1 Theoretical Background

Translation is considered as s very significant human activity. It has proved to be a process of interaction between the author, the translator, the readership, and the text. It involves two or more languages, the source language (SL) and the target language (TL) or more, and it can be done in writing or interpretation. It has been known as one of the most important aspects of human life, and it has prompted the theorists such as Catford, Bell, and Newmark among others to define it for a long time.

Catford (1965:20) defines translation as "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)."

Bell (1991:5) argues that "translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences." He (ibid) makes a distinction between *translating* which is the process of translation, a *translation,* which is the product of the process of translating, and *translation* which is the abstract concept that encompasses both the process of translating and the product of the process.

According to Nida and Taber (1982:12) "translation consists in reproducing in the receptor language the closest natural equivalence of the source language (SL) message, first in terms of meaning and secondly, in terms of style."

Newmark (1988:5) says that translation "is rendering the meaning of a text into another language in the way that the author intended the meaning." He (ibid) states that in the translation process there are opposing forces such as SL writer, SL norm, and TL readership among others that pull the translation in opposite directions. He (1988) points out that everything in translation is translatable and in this issue he opposes Danila Seleskovitch who considered that anything in one language can be expressed in another one provided that the two languages belong to cultures that have been on a comparable level of development. To Newmark, there is no language and culture that are primitive which can not include the terms or concepts of, e.g. computer technology. However, he illustrates that the last resort in translation is explanation.

Farghal and Shunnaq (1999:2) state that "translation is often regarded as a project for transferring meaning from one language to another." In this definition, as they clarify, two key words could be extracted: *transferring* which means that translators must deal with two languages since it is a form of

interlingual communication, and *meaning* which is the main concern that translators want to capture or convey in the interlingual communication.

Wilss (1982:15) states that "every translation, accordingly, is an attempt to synchronize the syntactic, lexical systems governing performance in two different languages". He (ibid:18) points out that: "….. in a world beginning to develop from mass communication to universal or global communication and becoming ever more complex in terms of technology and organization, translation is becoming increasingly important as a medium of international communication."

It is obvious that the need for the translation process has increased in an age called the age of media and at a time the globe is becoming a small village. This means that any news item, in whatever language broadcast, could be a very important item across the world that requires urgent translations into many language and this news item may become the focus of most popular media networks such as CNN among others.

1.1.1 CNN

The Cable News Network which is referred to as CNN is one of the most popular news networks across the world. It is a pioneering network in the field of media. Founded in 1980 by Ted Turner who is an American media mogul, CNN was the only source of information during the Gulf war 1990 because of

the license it was granted to broadcast from inside Iraq. Since then, CNN has gained its popularity and has been covering all major events all over the world. It is also a reliable provider of news stories. Therefore, the researcher has opted for choosing CNN to be his only source of information.

1.1.2 Media Discourse

Translators in the media field are exposed to different kinds of media discourse that require a variety of techniques and skills to address them. Political discourse is the main genre which journalists/translators address.

Shunnaq (2012:37) argues that "any researcher who attempts to study political discourse should consider semantic phenomena such as repetition, emotiveness, figures of speech, idioms and collocations." Translators, he asserts, have to take figures of speech and collocations into account to produce an effective translation which seems coherent in the TL.

Media translators belonging to the same news agency may resort to editing the news story to better suit their audience views, for example, using fronting, deletion, addition. They may also edit the original story and come up with a different format of the translated story, and at the same time keep the main concept or idea of the original. Media translators also have to bear in

mind the need to achieve functional equivalence of idioms when translating them from English into Arabic.

Challenges and problems of media translation are plenty since media deal with all fields such as politics, religion, and literature. In media, looking for the functional equivalents is an important role the translators have to take.

1.1.3 Equivalence

Equivalence is considered as a key concept in the process of translation. It is a matter of conveying the intended meaning from SL into TL. It is a core process of the translation work. When dealing with figurative language or culture-bound expressions, the role of equivalence comes to the fore.

Baker (1992) discusses different types of equivalence: equivalence at word level, above word level, grammatical, textual and pragmatic equivalences. At the word level, for example, she points out that Arabic language does not distinguish between *cool and cold* but on the contrary, it distinguishes between the hotness of the weather and the hotness of objects when it comes to the temperature field. This, in turn, may result in difficulties when translating *cool and cold* into Arabic.

Newmark (1988) classifies equivalence into three types: cultural, functional and descriptive equivalence. In cultural equivalence, he refers to the

translation of a SL word by a TL cultural word. The functional equivalence, which he refers to as the most accurate procedure of translating, means the use of a culture-free word that neutralizes or generalizes the SL word. The third type is the descriptive equivalence which plays an important role in translation alongside the function. *Machete*, for instance, is described as a Latin American broad, heavy instrument; its function is cutting. These two factors, description and function, are essential in translation. Translators can take advantage of such two factors in order to convey the meaning even though s/he may use several words to covey it from SL into TL.

Farghal & Shunnaq (1999) divide equivalence into three parts: formal equivalence: which seeks to capture the form of the SL expression, functional equivalence: which is to capture the function of the SL expression, and ideational equivalence: which aims at conveying the communicative sense of the SL expression. They give an important example illustrating the types of equivalence; *the treaty remained a deadletter since then* could be translated formally into: وبقيت المعاهدة حرفا ميتا منذ ذلك الوقت, or functionally into: وقد بقيت المعاهدة حبرا على ورق منذ ذلك الوقت, or ideationally into: ولم تطبق المعاهدة منذ ذلك الوقت.

However, it has been shown how important in translation the equivalence is. It is much needed in translating figures of speeches and idioms. Translating

idioms with idioms is not an easy task due to the specific features idioms have.

1.1.4 Idioms

Idioms in English language are a natural source for beautifying pieces of writing. They bear stylistic features of special functional demands when considering equivalence.

Vanhove (2008:144) states that "the term *idiom* can be defined so that it covers only totally frozen expressions. The meaning of these expressions can't be remotely discerned from the meaning of its parts and are stored individually in the lexicon."

Hockett (cited in Makkai: 1972) says: "let us momentarily use the term Y for any grammatical form the meaning of which is not deducible from its structure. Any Y in an occurrence in which it is not a constituent of a larger Y, is an idiom. A vast number of composite forms in any language are idioms."

Wright (2002:7) states that "An idiom is an expression with the following features: 1. It is fixed and is recognized by native speakers. You cannot make up your own! 2. It uses language in a non-literal -metaphorical- way."

Larson (1984:23) says "all languages have idioms, i,e. a string of words whose meaning is different from the meaning conveyed by the individual

words. In English to say that someone is bull-headed means that the person is "stubborn". The meaning has little to do with *bull or head*." She (ibid:116) says "the translation also needs to develop a sensitivity of the use of idioms in the receptor language and use them naturally to make the translation lively and keep the style of the source language."

Feare (1980) defines idiom as "an expression which has a special meaning and this meaning cannot be understood completely by looking at the individual words in the idiom."

To summarize, some idioms differ from all other figures of speech in that no one can deduce the meaning of a given idiom from its constituents. This means that translators shoulder specific responsibility to translate idioms namely pure or opaque idioms, as this will be discussed later in the study.

1.1.5 Characteristics of Idioms

Idioms have a broad use in all languages. They all have a main feature that they belong to non-literal language. Despite of the similarities they share with other literary genres such as proverbs, metaphors, and similes, idioms have some peculiarities.

Baker (1992:63) describes idioms and fixed expressions as "frozen patterns of language which allow little or no variation in form." According to her, the speaker or the writer can not do any of the following with an idiom:

changing the order of the words that constitute the idiom; deleting a word from it; adding a word to it; replacing a word with another; and changing its grammatical structure. These are considered the main features of idioms. They can be illustrated in the following example: *hit the sack* is an idiom which means *go to bed*. Changing order of the idiom as in *the sack hit*, deleting a word of it as in *the sack,* adding a word to it as in *hit the black sack,* replacing a word with another as in *the back hit,* changing the grammatical structure as in *the sack was hit* would strip the idiom of its value and the idiom itself would lose its meaning. Baker (ibid) clarifies that just in case of joking or attempting a play in words the speaker or the writer of such idioms are allowed to make these changes.

Ghazaleh (2004) summarizes five features that idioms share. These features are: (i) idioms are all in all metaphorical and can not be understood directly; (ii) they should not be taken literally; (iii) their syntactic form is usually fixed and can not be changed or described as ungrammatical; (iv) their meanings are also invariable; (v) they are mainly cultural and informal.

1.1.6 Classification of idioms

The main peculiarities related to idioms encourage many scholars to deeply study this amazing stylistic form. Hence, classifying idioms has been

an urgent need for those who study this field. Idioms may be classified according to their opacity into: (i) Transparent Idioms which have a very close meaning to the literal meaning. They do not cause a difficulty to translators because the constituents of the idiom have direct indication to its meaning such as *to see the light* means *to understand*. (ii) Semi-Opaque Idioms which have both literal and figurative meaning as in to *know the ropes* which has an additional meaning other than its literal one which is figurative *to relieve tension*. And (iii) Opaque Idioms which have only figurative meaning that can not be deduced from its lexical units. Example of this type of idioms *hit the sack* which means *go to bed*.

Makkai (1972) classifies idioms into two categories: idioms of encoding (identifiable) which have transparent meanings, and idioms of decoding (non-identifiable) which have misleading lexical expressions. He goes on to subdivide this type into: lexemic idioms and sememic idioms. Lexemic idioms include phrasal verbs, phrasal compounds, incorporating verbs and pseudo-idioms, while the other type which is the sememic idioms include: proverbs and familiar quotations.

Fillmore, Kay, and O'Connor (1988) classify idioms into two types: firstly, grammatical idioms as in *spill the beans* versus extragrammatical idioms as in *first off*; secondly, the substantive idioms and formal idioms. The

substantive idioms are lexically filled and grammatically invariable as in *so far so good*. Whereas the formal idioms are partially filled by concrete lexical expressions and/or grammatically variable as in --*let alone*-

1.1.7 Translation of Idioms

Idiom translation is not actually an easy task. If some consider the recognition of an idiom is a big problem, then the translation of an idiom is even more problematic. Translators have to look for a natural equivalence in the TL to convey the intended meaning of a SL idiom. Idioms are almost never translated literally or by paraphrasing because they are taken as a whole unit not as individual words.

Newmark (1988:32-33) says "the chief difficulties in translating are lexical, not grammatical – i.e. words, collocations and fixed phrases or idioms." He goes on to talk about the difficulties arising from these categories and that they are of two kinds: lexical words you do not understand and words that you find them hard to translate.

Bassnett (2000:32) points out "the translation of idioms takes us a stage further in considering the question of meaning and translation, for idioms, like puns, are culture bound." She illustrates that the Italian idiom *menare il can per l'aia* produces no meaning if the sentence: *Giovanni sta menando il can*

per I'aia translated literally which means *John is leading his dog around the threshing floor*. The image conjured up by the English sentence is startling but virtually meaningless because it does not to correspond to the Italian sentence. The best idiom that corresponds to this idiom is *to beat about the bush.*

Ghazalah (2004:1) states that "one of the intricate topics in the field of translation is idioms. Although the difficulty of translating idioms is underlined by translators in the course of translating a text of some type, it has been underlined in translation studies and writing, especially from English into Arabic." To him, this difficulty could be from English into Arabic and vice versa due to the scarcity of attention given to studying idioms and that the consideration has been on the translation of metaphor and literary language rather than on idioms.

Baker (1992: 65) states that "Generally speaking, the more difficult an expression is to understand and the less sense it makes in a given context, the more likely a translator will recognize it as an idiom." She (Ibid: 72-78) suggests five strategies in translating idioms: translating an idiom of similar meaning and form, Idiom of similar meaning but dissimilar form, translating by paraphrasing, translating by omission and translating by compensation.

Brown (2006:383) discusses the problems of finding equivalence by addressing the issue of translating idioms, metaphors, culture-specific lexicon and figures of speech. These problems are different since these entities are translatable. To him, this problem can be solved through a number of ways: (i) making an attempt to translate the encoded sense instead of word to word; (ii) in poetic figures, it is advisable that an idiom be translated for an idiom, a metaphor for a metaphor in order to keep the cultural reality of TL; (iii) intention for intention should be preferred; and finally transcreation is suggested.

Darwish (2009:251) says "Thus, it is not surprising to hear English idiomatic expressions rendered verbatim in Arabic. Today, examples of clumsy and nonsensical literal renditions of idiomatic expressions such as in *cold blood*, *fat chance*, *money laundering*, *throw a spanner in the works*, and *carrot-and-stick*, to name a few- abound in Arabic translations."

It is obvious that theoreticians, scholars, and linguists have consensus that idioms translation is a difficult task. Equivalence for a SL idiom is not always available in TL. But this can not be an excuse for translators not to look for an adequate equivalence; on the contrary, this shall be a challenge for translators they have to overcome.

1.1.8 Methods of Evaluation

According to Benhaddou (1991:ii): "Translation evaluation is one of the main concerns of translation theorists, members of translation revision boards, and most importantly it is the concern of translator trainers. Translation quality has often been associated with the correctness of the grammatical structure and the appropriateness of the lexical items. "

levels of adequacy for the evaluation of translation, in this study, are divided into: (i) Adequate Translation, in which the translation of an idiomatic expression does completely conform to the one provided by professional translators; (ii) Semi-adequate Translation, in which the translation of an idiom provides the core meaning and is acceptable for readership, but differs from the refereed by the professional translators; (iii) Inadequate Translation, in which the translation given by students does not correspond to referred translation and thus does not convey the intended meaning; (iv) No Translation, in which students provided no translation of the stretches included in the test.

1.2. Statement of the Problem

The researcher observed that M.A translation students at Yarmouk University encounter some challenges such as lexical ones when translating idiomatic expressions from CNN English website into Arabic.

1.3. Purpose of the Study

This study (a) investigates the main challenges in translating idioms taken from CNN English website that M.A. translation students at Yarmouk University may encounter; and (b) discusses strategies used and types of equivalence in rendering these idiomatic expressions. Being an empirical study, it is hoped that it sheds more light on this problematic issue (idioms).

1.4. Significance of the Study

This study derives its significance from the fact that English and Arabic are linguistically and culturally remote languages; therefore, problems in translating idiomatic expressions from CNN English website would be of great interest and of great benefit for students and researchers in the fields of contrastive linguistics and translation. Moreover, it has not been tackled before in the manner the researcher adopts.

1.5. Limitations of the Study

This study has a number of limitations:

1- It is limited to discussing only idioms from CNN English website.

2- It is limited to M.A translation students at Yarmouk University 2013-2014.

3- The results of the study are limited to the test conducted by the researcher.

The researcher has decided in this study to collect idioms required for translation from the CNN English website since it is considered as one of the most important English news websites all over the world. The translator of CNN news items may come across a lot of idioms a day. Some of them are transparent while others are completely opaque.

In this chapter, media translations, idioms, characteristics of idioms, classification of idioms, and translation of idioms were discussed to pave the way for discussing the following chapters.

Chapter Two

Review of Related Literature

The review of the related literature seeks to review previous studies conducted on the difficulties translating idiomatic expressions. Therefore, the researcher aims to stand on a solid ground in analyzing such difficulties to come up with some solutions that might help in this regard.

No one doubts that translating idioms poses a lot of difficulties for the translators because they bear the responsibility to convey the intended meaning of the idiom. So coping with this issue in order to overcome difficulties requires a considerable effort on part of the translator since not all idioms have direct equivalents in other languages, because they are culture-bound linguistic expressions.

An enlightening study on translating culture-bound expressions from Arabic into English has been conducted by Al-Shishani (1999) in which she examines the translation of culture-bound expressions in Naji Al-Ali's caricatures. In her study, she highlights the main linguistic and cultural problems the translators may face in order to render the culture-bound expressions along with caricatural texts. She indicates that translating idioms in these caricatures poses a real problem for translators along with other

categories. For instance, one caricature reads بدي رغيف فلافل يكون كامل الأوصاف وهاي خمس دولارات... بس إن سمحت لف لي إياه بورقة مكتوب عليها الحسود لا يسود. Here the researcher points out that the majority of subjects of the study translated the idiom "كامل الأوصاف" into *perfect, has no defects, extremely good, and with all additives,* while a better translation of this idiom as she indicates is *of excellent quality* . This is used by merchants and sellers speaking about the qualities of their goods.

She concludes by emphasizing that translators face many challenges in order to convey the semantic meaning and pragmatic effect of the cultural expressions that appear in Al-Ali's ironic effect of the caricature texts.

Abu-Hardan (2000) has conducted an informative study on the translatability of a well-known Arabian series Omar Bin Abd Al-Azeez from Arabic into English. The researcher evaluates the quality of subtitling of the Arabic series by focusing on Arabic religious and idiomatic expressions. To this effect, he selects 35 examples that could be problematic for translators from the series. Abu-Hardan points out that none of the Arabic idioms and religious expressions have formally English equivalent counterparts. He proves this through many examples. The idiom إمسكي لسانك عن ابن عمي has been

literally translated into *Hold your tongue regarding my nephew*. This is not considered as equivalent translation. The better translation, as he mentions, would be *stop cursing my nephew*.

His study concludes with the fact that Arabic religious and idiomatic expressions mentioned in the Arabic series Omar Bin Abd Al-Azeez are hard to translate because the expressions were in most cases culture-specific. And he recommends that translators have to broaden their knowledge concerning idiomatic and religious expressions.

Obeidat (2003) has conducted an interesting study on body idiomatic expressions and the difficulties that translators may encounter while translating them. In his study, he adopts a test consisting of 50 body idiomatic expressions and administers it to 30 M.A. students at Yarmouk University. The idioms were provided to students within their contexts and they ranged between opaque idioms, semi-transparent, to transparent idioms. The researcher, then, analyzes the data he collected in order to identify the difficulties students face when translating idiomatic expressions from English

into Arabic. The researcher notes that even opaque idioms are the most difficult to translate, a good number of students failed to translate even transparent idioms such as *living hand to mouth* which means functionally لا يوفر مالا.

Obeidat concludes that students' ignorance of the idiomatic expressions given to them in addition to the opacity of some idiomatic expressions could be the main reason behind students' poor performance.

Al-Lami (2006) conducts an important study in which he assesses Iraqi EFL students' cultural awareness of English language namely the culture-bound idiomatic expressions of English. In his study, he submits a test of 20 items to 130 students. The majority of the students, as he shows us, appeared ignorant of the English idiomatic expressions due to many reasons such as the influence of their mother tongue languages. For example, when students were asked to choose one answer out of four to fill in a blank in the expression ..... *was not built in a day,* the majority of these students did not answer the correct one which is *Rome*, but rather the majority of their answers were Earth.

Al-Lami concludes the study with stating that students' poor performance supports the belief that says idiomatic expressions pose a real problem for students.

Jedlickova (2007) makes an interesting comparative study between the English and Czech animal idioms. The researcher collects 300 animal idioms and divides them according to two degrees: (i) idioms based on the degree of similarity, (ii) idioms based on onomatological motivation. In the first group, idioms are subdivided into four categories: analogous idioms which are identical in form and meaning, slightly modified idioms which include idioms with the same meaning but slightly different in form, functionally equivalent idioms which have the same idea but expressed in a different way and isolated idioms which have no counterpart in Czech Language; while the second group is subdivided into: idioms with similarity in sound, appearance, and idioms which are based on inner features, on character and qualities. The study concludes with the fact that the majority of the English idioms have no counterparts in Czech language.

Al-Quqa (2007) has conducted a significant study on the ability of machines to translate rhetorical expressions. He discusses the shortcomings of MT when translating rhetorical expressions from Arabic into English. In his

thesis, he makes a comparison between MT translation and professional translations. One of the examples he discusses is the translation of metaphoric verb اعتصرنا/ in the sentence: لقد اعتصرنا ما استطعنا من مواردنا الذاتية للإسهام في تنفيذ هذا الهدف النبيل. The MT translation was: *The Atsrna what we can of our own resources to contribute to the implementation of this noble goal*; while the professional translation of the same sentence was: *We have squeezed out our resources to contribute to serving this noble objective*. The researcher points out that even though the MT system produced a good translation to the expression الهدف النبيل, in another example, it fell short of producing the equivalence of the metaphoric verb اعتصرنا/.

He concludes his study that MT system he chose may lack some semantic and lexical aspects and MT may limit itself to formal or literal rendition. In addition, the system can not give the connotative meaning of specific items.

Zghoul (2007) in her study discusses the problems of translating psychological-technical terms from English into Arabic. She investigated the major problems that translators may face while translating such terms. In translating idiomatic expressions she has come up with a conclusion saying that students face real difficulty. The English idiom *superego* for example was translated by some students into الوازع الديني. And when it was back translated the result was *religious deterrent*. She concludes her study stating that the

difficulties students may face are due to their incompetent background of psychological terms.

Meryem (2009) has written a thesis on problems of idioms in translation. In his thesis, he submits a test made up of English and Arabic idioms to be translated from one language into another by students holding a master degree in English at Mentouri University Constantine. He points out that there are potential problems students face in translating idioms from English into Arabic and vice versa. The problems were in finding equivalence for each of the idioms mentioned. The degree of transparency plays a major role in helping the students translating idioms correctly and equivalently; transparent idioms can easily lead the students to their meanings as *in draw the line* at translated as *ارسم الطريق الى، ارسم هدفك* compared to opaque idioms such as *a barrel of laughs* which the majority of students did not render correctly. The researcher shows that the familiarity and unfamiliarity with idioms, English or Arabic, have a great influence on the student's translation ability.

The researcher concludes his thesis M.A. students encounter real difficulties when it comes to translating idioms. In case transparent and semi-transparent idioms, students can infer the required meaning, but it is impossible to do so when translating semi-opaque or opaque idioms because

taking into consideration the meaning of the idiom constituents may confuse the students.

An informative study has been conducted by Al Qeisi (2009) about the problems that UAE university students face in translating English animal idioms into Arabic. A test of 50 questions has been used as a data collection tool. The researcher has explained that cultural differences, as the results of the test indicated, are one of the most difficult problems in translating English idioms because the cultural traditions in the Arab world is completely different from that in the western one. Where Arabs tend to use camels and goats in their idioms, sayings, and proverbs, the westerners use dogs and pigs. The researcher found that the majority of students use the literal strategy in order to translate English idioms. For example, the idiom in the sentence *his wife never lets him do what he wants as a result he leads a dog's life* has been translated literally as يقود حياة الكلاب while the correct meaning is يعيش حياة صعبة مليئة بالمتاعب.

Al Qeisi comes to a conclusion that English animal idioms are difficult to be translated into Arabic because of the wide gap between the two cultures. In addition, English animal idioms are usually used in their figurative meaning which makes the translation process harder for the translators to come up with an accurate and meaningful rendition.

Another study concerns itself with translating colloquial expressions in Jordanian daily newspapers was conducted by Wahsheh (2010). The researcher points out those idioms are one of the main problems that translators may come up with in the daily newspapers. Translators' task becomes greater when these expressions are culture-bound expressions. She collected her data from articles published in Al-Rai and Addustour that were written by four well-known writers such as Ahmad Azzu'bi. As an example, the idiomatic expression ليس حسدنا منا و **لا ضيقة عين** literally means narrowness of an eye. This translation, as the researcher shows, is not functional because it does not show the intended meaning the writer wants to convey. Wahsheh shows that the idiom indicates an act of envy. And envy is also loaded with the senses of greediness and unsatisfaction. She suggests the translation as: out of greediness or unsatisfaction.

The study concludes that translators should be aware of the colloquial expressions and their function as it is the most important factor when translating them.

Al Harahsheh (2010) studies the translators' ability to render the euphemistic military and political expressions equivalently from English into Arabic. He selects 30 items from different Jordanian newspapers, and presents these items to seven professional translators. The researcher analyzes their performance based on an evaluation made by two professors. He points out that many of the professionals' translations do not give the intended euphemistic level that was in the SLT.

According to As-safi (2011), the translator should make an exhaustive search to solve all problems concerning translating figures of speech and idioms. If the translator can not find the equivalent expressions for idioms and figures of speech, s/he should find parallel expressions. For instance, the metaphor بيضاء (white) in the Arabic expression ليلة بيضاء cannot be literally rendered into white night but sleepless night. But for me the researcher, this could be correct in one context but not acceptable in another. For example

Oudainia (2011) has made a thesis on the cultural obstacles that Jordanian translators encounter when translating Algerian sayings in Bouteflika's speeches from Arabic into English. He develops a translation assessment test (TAT) to measure a Non-oriented group (NOG) and oriented

group (OG) ability in translating and understanding these sayings. In his thesis, 32 MA translation students from Yarmouk University and three Algerian professional translators were involved in the test. He explains that The Bouteflika's saying دخل سفيرها على عفيرها, which means *total chaos and higgledy-piggledy* and other sayings have been problematic for both NOG and OG due to the cultural gaps between Arabic and English.

Motallebzadeh and Tousi (2011) assert in their study, based on a contrastive comparison between two Persian translations of Mark Twain's Adventures of Huckleberry Finn, that translators of this story resorted to the compensation strategy as a last resort when they could not give an equivalent idiom in the TL for the one in the SL. The compensation process means that in any case a SL idiom could not be translated as an idiom in the TL, then translators can make up for the lost idiom by adding a TL idiom to places where there originally require a non-idiom.

Al-Shawi and Mahadi (2012) have conducted an enlightening study on translating idioms from Arabic into English and vice versa in which they explain the most problematic factors in translating idioms. These factors, according to them, are the social and religious ones. They clarify that ظهره مسنود و مقطوع من شجرة idioms are examples of Arabic culture-bound idiomatic expressions because Arabs prefer having big families as the opposite in the

western culture families. In translating these idioms, literal rendition would never be accepted as in *his back is supported* and *cut off from a tree*. They conclude their study by confirming that disparity is among the troublesome difficulties of translating these idioms.

Liu (2012) discusses in his study idiom variation method. He clarifies that although idioms, in general, tend to be frozen in structure and meaning, there are idioms that can be moved and substituted by virtue of idiom variation. Idiom variation is considered as an important aspect because it performs pragmatic functions by conveying extra meanings. This is motivated by the speaker's subjectivity. He gives the following illustrating example *he who laughs last laughs best* can be reworded into *he who laughs last laughs longest*. Such idiom variation, as he mentions, has been widely recognized and became conventionalized and known as legitimate idiom variation.

Howwar (2013) conducts an important study seeking the nature of idioms. In his study, he attempts to explore the different types of idioms and sheds light on some Arabic and English idioms. He argues that in Arabic, idioms are used more in speaking than in writing. He divides idioms into regular idioms and special idioms in terms of structure or meaning. He

clarifies in his study the special idioms and subdivides them into three types: Dialogue expressions as in Arabic إلك ولا للذيب which indicates that the speaker awaits a response from the listener to begin; narrative expressions as in Arabic بقول ثور بقول احلبوا which shows that the speaker says something the listener does not understand; and the rhetorical questions which are not real questions but they give the speaker the opportunity to convey a special message to the listener as in *قصدك إذا أجت الملائكة الشياطين راحت*

Thus, the review of related literature clearly shows that there are no studies conducted on CNN's challenging idiomatic expressions in general for M.A. translation students at Yarmouk University. Here, it is hoped that the present research would fill a gap in this field.

Chapter Three

Methods and Procedures

This chapter includes the methods and procedures used to achieve the main goals of this study and the strategies chosen for analyzing the data. The data were analyzed to show the challenges that M.A. students encounter in translating idioms quoted from the CNN English website. The researcher selected 23 idiomatic expressions from the CNN English website to investigate the main challenges that these students face. These idioms were selected randomly on condition that they were all from CNN English website. Then the students' translations were analyzed according to the levels of their adequacy.

3.1. Population and Sample of the Study

The population of this study consists of M.A. translation students in Yarmouk University. A sample of 34 students was chosen on grounds of convenience and on the basis of availability.

3.2 The Test

The instrument of this study is a test. It is a translation assessment test. It was administered by the researcher to investigate the main challenges that

M.A. translation students in Yarmouk University may encounter when translating idiom from CNN website. It was piloted and pre-tested before it was administered to the sample. The test consisted of 23 stretches of speech including 23 idiomatic expressions. The 34 students were asked to translate them into idiomatic Arabic.

The students were given 40 minutes to translate the idiomatic expressions. After finishing the test, the students' answers were collected and analyzed.

3.3 Data Collection

The selected idioms of the CNN English website were distributed among 34 second year M.A. translation students at Yarmouk University. The researcher did not the idioms were presented in their contexts along with their exact meanings taken from the website: www.thefreeenglishdictionary.com.

3.4 Data Analysis

A) The researcher analyzed the translations of the M.A. students regarding to translation strategies.

B) The students' translations were judged by the researcher based on a comparison with the suggested translation given by two professional

translators working at the Jordan News Agency (Petra). One of the two professional translators has a thirty-year experience and the other one has ten-year experience in the field of translation.

C) The results were analyzed and categorized according to the level of adequacy of the translated idioms used in this study.

D) The participants were asked to translate 23 idiomatic expressions. They were given 40 minutes to translate them. Then, the researcher collected the data given and classified them according to the level of translation adequacy into four categories: adequate, semi-adequate, inadequate and no translation.

E) The results were discussed and explained in the light of the review literature and the limitations of the study. The study ended with some conclusions and recommendations for further research.

Chapter Four

Results of the Study

In this chapter, Results of students' performance and the challenges they encountered in translating idioms taken from CNN English website are presented in the table below. Each idiomatic expression will be discussed separately to show the problems M.A. students faced.

Table No. (1)

Expression	The Suggested Translation	Adequate		Semi-adequate		Inadequate		No Translation		Total
Stay Put	لم يبرح مكانه	2	6%	19	56%	13	38%	0	0%	34
Make a splash	تثير شغف الجماهير	2	6%	24	70%	8	24%	0	0%	34
Make (the) headlines	تتصدر عناوين الأخبار أو الصحف	15	44%	8	24%	10	29%	1	3%	34
Steer clear	ينأى بنفسه عن	1	3%	26	76%	6	18%	1	3%	34
Come to grips with	يدرك أبعاد المشكلة	0	0%	6	18%	27	79%	1	3%	34
Cut loose	تقطع وشائجها	0	0%	22	65%	12	35%	0	0%	34
Put to rest	يقطع دابر الشك/ قطع الشك باليقين	4	12%	16	47%	14	41%	0	0%	34
Drop the bomb	أعلن الفاجعة	0	0%	15	44%	19	56%	0	0%	34
Stake a claim	ادعى/ أظهر أحقية	3	9%	15	44%	14	41%	2	6%	34
Draw a parallel	يوازن بين	2	6%	28	82%	4	12%	0	0%	34
Throw a curveball	يرمي بداهية أخرى	0	0%	14	41%	19	56%	1	3%	34
Make an example of	يلمز	2	6%	9	26%	23	68%	0	0%	34
Run the gamut	تتراوح بين	3	9%	18	53%	12	35%	1	3%	34
Cook the books	يزور الحسابات و يتلاعب بها	6	17%	7	21%	17	50%	4	12%	34
Run counter to	تجري الرياح بما لا تشتهي السفن	0	0%	22	65%	10	29%	2	6%	34
Break even	تعادل الكفة/ تصل نقطة التعادل	1	3%	9	26%	20	59%	4	12%	34
Not put it past	لا تستبعد	2	6%	3	9%	27	79%	2	6%	34
Think big	يرتقي بفكره و طموحه	0	0%	18	53%	13	38%	3	9%	34
Beat around the bush	يلف و يدور	11	32%	12	35%	9	27%	2	6%	34
Make a killing	أثرت	0	0%	23	68%	9	26%	2	6%	34
Jump bail	يفلت من المحاكمة	2	6%	11	32%	16	47%	5	15%	34
Bare one's soul	تبوح بمكنوناتها	8	24%	8	24%	14	40%	4	12%	34
Get the better of	تمتلكه المشاعر و تغلب عليه أمره	5	15%	9	26%	18	53%	2	6%	34
Total	**Number**	69		342		334			37	782
	Percentage	9%		44 %		43%			4%	100%

Idiom (1): Stay put

This idiom was taken from a news item discussing about the sandy storm that hit the U.S. The following is the full context:

Dahm's family cleared out of Atlantic City before the storm hit, but he says he **stayed put** to serve emergency personnel. At nightfall Monday, he said the water was lapping at the steps of his restaurant, where a generator was keeping the lights on.

** Stay put = To remain in a fixed or established position.*

The table shows that only (6%) rendered it adequately by (لم يبرح مكانه) as the translation given by the professional. (56%) of the students provided a semi-adequate translation as: يستمر أو يجمد مكانه. These translations show that students use literal translation taken from the meaning given to them in italic above. However, there were inadequate translations that totaled (38%) into: يبقى أو يلازم المنزل، و يبقى على أهبة الاستعداد.

Idiom (2): Make a splash

This idiom was a headline of an item of news under the 'Tech' section in the website. The news item was discussing the mobile technology.

Waterproof phones and tablets **make a splash.**
** Make a splash = to get a lot of public attention*

adequate translations of this idiomatic expression only constituted (6%): تثير شغف الجماهير. Whereas (71%) rendered it semi-adequately depending on the meaning given to them: يجلب الانتباه و يجذب الأنظار. (24%) rendered it inadequately into: ثورة تكنولوجية و يحدث ضجة إعلامية و يفتعل حركة.

Idiom (3): Make (the) headlines

This idiomatic expression was taken from the 'Africa' section in CNN website. The news item discusses an international issue which took place in Malawi. The context and the meaning in which the idiom was used are:

In 2010, Malawi **made** international **headlines** when it arrested two men for getting married. The two were later pardoned after an international outcry.
**Make (the) headlines = to become an important news story*.

A good number of students (44%) rendered it adequately into: تتصدر عناوين الأخبار أو الصحف. Whereas (24%) provided semi-adequate translations as: يصبح خبرا هاما،تصبح قضية يحكى بها. While (29%) of the students rendered it inadequately into: خبر الرأي العام، ذاع صيته، خبر عاجل. (3%) gave no translation.

Idiom (4): Steer clear

The idiom *steer clear* was mentioned in the news item discussing an international political issue in Venezuela under the 'Latin America' section. Here are the context and the meaning of the idiom:

Rep. Freddy Bernal, a former Caracas mayor and close ally of President Hugo Chavez, told El Universal newspaper that Maria Corina Machado and other opposition candidates should **steer clear** of Chavez strongholds.
** Steer clear = to avoid someone or something.*

The table reveals that only (3%) of students translation of this expression was adequate as نأى بنفسه عن. (76%) students were rendering it semi-adequately into تجنب و تفادى. It is obvious that the majority of students used literal translation as the meaning of this idiom shows. Meanwhile, inadequate translations of this idiom totaled (18%) as in يتوخى الحذر و إخلاء الساحة. Whereas only (1%) provided no translation.

Idiom (5): come to grips with

This idiom was mentioned in a news item talking about an investigation the American authorities had launched into a 911 response to an American citizen's home. It has come in the context as follows:

Orr's comments come as the community **come to grips with** Sunday's murder-suicide at Powell's Graham, Washington home.
** Come to grips with = to begin to deal with someone or something difficult or challenging in a sensible way.*

According the table, none of the students rendered it adequately into: يدرك أبعاد المشكلة/ يمسك بزمام الأمور. While (18%) of them translated it semi-adequately into various expressions as: يتعامل بمنطق ويتعامل بعقلانية. Their translations were literal. Whereas the majority of students (%79) provided inadequate translations as: ينافس وألقى الضوء على ويتقبل الأمر. Even though the idiom is well-known and considered a transparent one, none of them gave functional rendition. While no translation category was only (3%).

Idiom (6): cut loose:

This idiomatic expression was taken from an item that was talking about a political issue between the U.S. and North Korea. The idiom came within the following context:

Global Times, whose editorial line often but not always reflects official Chinese policy, made it clear, though, that Beijing isn't about to **cut** Pyongyang **loose**.
** cut loose = if a person or organization cuts loose, they separate themselves from another person or organization.*

The standard translation of this idiomatic expression is: تقطع و شائجها. Here none of the students provided an adequate translation. However, (65%) of them gave semi-adequate translations into: ينفصل عن، ينسحب عن، يتخلى عن. Inadequate translations were given by (35%) students. Their renditions were: قطع المعاهدة، يعتزل.

Idiom (7): put to rest

Under 'Entertainment' section, the idiom *put to rest* was provided in an item of news about an American singer and the latest rumors concerning her. The context that included this idiom was:

By the time the clock ran out on Beyonce's Super Bowl halftime performance on Sunday, the singer had **put to rest doubts** that she would give it her all.
** Put to rest = put an end to a rumor; to finish dealing with something and forget about it.*

The tale results show that (12%) of the students have been able to give adequate renditions into: قطع دابر الإشاعات و الشكوك/ قطع الشك باليقين. Where the semi-adequate renditions were given by (47%) as: الشكوك،يضع حدا، يزيل الشك. Whereas students who rendered it inadequately were (41%). They rendered the idiom as: وضع حدا للمهزلة،ينهي تعامله تماما،يأخذ قسطا من الراحة.

Idiom (8): drop (a) bomb

The idiom *drop a bomb* was given under 'Entertainment' section. The news item which included this idiomatic expression was talking about five astonishing moments in a movie. And here comes the context:

He responded that they were on their own, because this is war. He also **dropped the bomb** on her that Glenn and Maggie had been kidnapped by Merle and "her friends" killed several people in town the night before** Drop a bomb = to announce shocking or startling news*

Adequate renditions were not given by any students. The adequate translation is: أعلن الفاجعة. (44%) of the students rendered this idiom semi-adequately into: يصرح عن أخبار صادمة،يصدم بخبر مفاجئ، فاجأ. Whereas (56%) of them rendered it inadequately into: أفشى سرا،يفضح أمرا ما.

Idiom (9): stake a claim

This idiom was mentioned within a political news report regarding attacks launched by Malaysian troops on Filipino intruders. This idiomatic expression comes within the following context:

Malaysian fighter jets and soldiers on Tuesday waged an offensive against a group of armed invaders from the Philippines, who have **staked a claim to** a remote part of the island of Borneo, authorities said.
** Stake a claim = show that you believe something is yours*.

The results of students' translation show that (9%) of them gave adequate renditions that correspond to the standard rendition. The standard translation of this idiom: ادعى/أظهر أحقية. While (44%) of them rendered it semi-adequately into: يدعي ملكيته، ينسب الشيء لنفسه،يعلن ملكيته. (41%) of the students gave inadequate renditions into: يتيقن أنه له، تؤمن بشيء،تهتم بالموضوع، يدعي. (6%) gave no translation to this idiom.

Idiom (10): draw a parallel

This idiom was taken from a news report published when Pope Francis took the helm of the Catholic church. The following is the context that included the idiom:

He **drew a parallel** between the work of the media and that of the church, saying both worked to communicate "truth, beauty and goodness."
** Draw a parallel = to make a comparison.*
Only (6%) translated the idiom adequately into: وازن بين. While the majority of the students (82%) provided semi-adequate translations into: قارن. It can be noticed that students translated it literally as defined in the meaning of the idiom. Inadequate translations were given by (12%) students as: يفصل ما بين، يحدد أوجه التشابه.

Idiom (11): throw a curveball

During the U.S. heated presidential campaigns between President Obama and Senator Romney, CNN issued a political news report with the following headline that included the idiom *throw a curveball*:

Romney **throws** campaign another **curve ball** with 'birther' remark.
* *Throw a curve ball = to confuse someone by doing something tricky or unexpected.*

None of the students provided equivalence in translating this idiom. The standard rendition is: يرمي بداهية أخرى. (41%) of the students translated it semi-adequately into: يربك. Whereas (56%) provided inadequate translations into: يوجه ضربة غير متوقعة،يفاجئ،يقوم بخدعة. (3%) gave no translation.

Idiom (12): make an example of

This idiomatic expression came under the 'Europe' section during a news report about a Russian political crisis. The full context in which this idiom was mentioned is:

But once Vladimir Putin became president in 2000, "He started **making examples of** high-profile business people/oligarchs," Hale said.
* *Make an example of = to point to someone as a bad example.*

According to the results of the test, Only (6%) of the students gave a functional translation to this idiomatic expression into: لمز. On the other hand, (26%) of them translated the expression as semi-adequately into: يذكر مساوئ، يشير الى شخص كمثال سيء، يضرب مثلا بالسوء. While most of the students (68%) gave inadequate translation as: قدوة سيئة،يضرب المثل، يحط من شأن.

Idiom (13): run the gamut

This idiomatic expression was included in political news report with regard to the Russian political crisis especially between Putin and Russian tycoons. The context that included this idiom comes as follow:

Speculation about Berezovsky's cause of death **ran the gamut** from suicide to heart attack with some pointing to his declining fortune as a possible clue.
** run the gamut = to cover a wide range [from one thing to another].*

The results revealed that only (9%) of the students gave adequate translations that correspond to the standard one which is: تراوحت. (53%) of them produced semi-adequate translations. Their translations were: يغطي مساحة واسعة،اتسع نطاقها، يغطي. Whereas ((35%) of them gave inadequate translations into: انقلبت رأسا على عقب،جميع التوقعات،شكلت سلسلة. Only (3%) gave no translation.

Idiom (14): cook the books

This idiomatic expression is an economic one. It was mentioned in a news report on an economic situation in the U.S. Here comes the context of this idiom:
Welch defended his widely noted Tweet last week questioning the drop in the September jobless rate, citing Goolsbee as saying in 2003 that "the government has **cooked the book**s."
** cook the books = to record false information in the accounts of an organization, especially in order to steal money.*

The table shows that (17%) of the students translated it adequately into: زورت الحسابات و تلاعب بها. While (21%) gave semi-adequate translations into: تلاعب بالأمور المالية، يتلاعب. Inadequate translations were given by (50%) of the students. They translated it into different expressions: يضلل، يموه،يغسل أموالا، يسوق الشائعات. While (12%) of them did not translate the expression.

Idiom (15): run counter to

This idiom was taken from a news report debating the controversial same-sex marriage law in the United States. The following is the context of the idiom:

California's ban seems to **run counter to** polls that show rising support overall for same-sex marriage.
** Run counter to = be in opposition to something; to run against something*

None of the students produced functional translation that agrees with the standard one which is: تجري الرياح بما لا تشتهي السفن. The majority of students (65%) opted for semi-adequate translation from the meaning given to them. They translated it into: يعارض، يخالف. (29%) of the students rendered the idiom semi-adequately into: يأخذ موقف، أن تكون المواجهة،يتهرب من. While (6%) gave no translation.

Idiom (16): break even

This idiom is purely economic one. It was mentioned in an economic report discussing the financial situation of Chrysler for September. Here is the context:

Chrysler **broke even** in September and ended its first post-bankruptcy quarter with more cash on hand than it had at the beginning of the period, the company's new boss said Wednesday.
Break even = for income to equal expenses.

Only (3%) of the students gave the adequate translation which is: عادلت الكفة، وصلت نقطة التعادل. (26%) of them rendered it semi-adequately into: دون أي خسارة أو مكاسب، يعادل الربح بالخسارة، تعادل. However, (59%) gave inadequate translations into: أفلسوا، استقرت، اكتفى. (12%) gave no renditions. This idiom could be considered a confusing one but since it has been typed in bold and its meaning given the confusion should have been disappeared. The confusion could arise from the adverb *even* which the majority of the students considered it an adverb of time not part of the idiom.

Idiom (17): not put it past

Under 'Asia' section, the expression came in a quote for a former American official in Asian affairs who was talking about the real threats made by North Korea against South Korea. The following is the context that contains this idiom:

Park, the current president, took office on February 25, five weeks ago. "You can**'t put it past** them the idea that they are ... trying to establish a new equilibrium in which they are accepted as a nuclear weapons state," Victor Cha, former director of Asian affairs for the U.S. National Security Council and now a Georgetown University professor, said about North Korea.
* *Not put it past = to think that someone would not dare to do something.*

The results revealed that only (6%) of the students gave adequate renditions into: لا تستبعد عن. In addition, only (9%) translated the idiom semi-adequately into: يتجاهل. However, most of the students translated it inadequately. (79%) of them translated it into: لا تجرؤ على، يشك في شجاعة،يتجاوز. And (6%) gave no translation.

Idiom (18): think big

This idiomatic expression appeared in a news report about a French gangster who had big plans to get out of prison. The full example given to the students comes as follows:

Redoine Faid fashioned himself as a modern-day gangster. He **thought big** -- getting inspiration from the movies, as when he wore a hockey mask like Robert DeNiro's character in "Heat" -- and acted audaciously, attacking armored trucks among other targets.
* *Think big = to have big plans and ideas and be keen to achieve a lot.*

No one of the students translated this expression adequately into: إرتقى بفكره و عزيمته. (53%) of the students rendered it semi-adequately into: طمح،لديه خطط و طموحات. While (38%) gave inadequate translations into: حصل على أفكار كثيرة، رسم ع ثقيل،يعد العدة. (9%) gave no translation.

Idiom (19): beat around the bush

Under 'CNN iReport' section, this idiomatic expression was used as a headline of a news report discussing the grave economic situations in the U.S. the full example given to students is:

To save the economy, don't **beat around the bush**.
** Beat around the bush = to avoid answering a question; to stall; to waste time*

As shown in the table, (32%) of the students gave adequate translation to this idiom. Their translation was in consistence with the standard translation which: يلف و يدور. And students who translated it semi-adequately were (35%). They translated it into: يدور حول الموضوع، يضيع الوقت، يراوغ. Whereas (27%) rendered it inadequately into: يتجنب، يماطل،يتجنب الحدث. only (6%) gave no translation.

Idiom (20): make a killing

Ryan Swift, editor of Asia-Pacific Boating magazine, mentioned this idiom while talking about two European brands that made a huge success in China.

Swift says that European brands like Azimut and Sunseeker have "**made a killing**" in China as the country's elite discovers the pleasures of messing about on boats.
** Make a killing = to have a great success, especially in making money.*

The results revealed that none of the students gave a functional translation that corresponds to the standard one which is: أثـْرَت. Whereas most of the students opted for literal translation that constituted (68%). Their translations were: حقق نجاحا باهرا،ينجح ماليا،. While (26%) rendered it inadequately into: كسرت الدنيا، يعمل المستحيل. Only (6%) gave no rendition.

Idiom (21): jump bail

This idiom is a legal one. It was used in a news report concerning the Serbian basketball player who fled from a prison. the context says:

Kovacevic was arrested but **jumped bail** and fled to Serbia with the help of Serbian consular officials in New York
** Jump Bail = to fail to appear in court for trial and forfeit one's bail bond.*

Figures in the table revealed that only (6%) have been able to translate this idiom adequately into: أفلت من المحاكمة. Whereas (32%) of them had the difficulty to translate it adequately. Hence, they opted for the literal translation which is semi-adequate. Their translations were: لم يحضر المحاكمة،يهرب من المحاكمة، و تخلف عن الحضور للمحاكمة. On the other hand, (47%) rendered it inadequately into: دفع كفالة،يلتف على القانون، تكفل بإطلاق سراحه. (15%) gave no translation.

Idiom (22): bare one's soul

The idiom was used in a report on an American woman who suffered cancer and wanted to imitate an American celebrity Angelina Jolie in her patience. And here is the full context as given to the students:

Angelina Jolie chose to **bare her soul** in writing and I chose to follow her lead in front of all our viewers Tuesday.
** Bear one's soul = to reveal one's innermost thoughts to someone.*

As the table results show, (24%) of the students rendered adequate translation into: باحت بمكنوناتها. (24%) of them rendered it semi-adequately into: يعبر عن أفكاره، يبيح، يعبر عن عميق مشاعره. Whereas (40%) of them translated it inadequately into: تبرز موهبتها، تشغل نفسها بالكتابة، دفع كفالة. While (12%) gave no translation.

Idiom (23): get the better of

This idiomatic expression appeared in news sports report talking about the last moment the famous British player Bekham left the pitch. This idiom comes within the following context:

But on 82 minutes, with the realization that his glittering 847-game career was winding down, the raw emotion of the moment **got the better of** the most iconic player of his generation.
** Get the better of = if a feeling gets the better of you, it becomes too strong to control*

The results of the students' translations revealed that (15%) of them produced adequate translation into: ملكته المشاعر و غلبت عليه أمره. Whereas (26%) of them gave semi-adequate translations into: سيطر عليه شعور ما، يفقد السيطرة على مشاعره. However, (53%) rendered it inadequately into: يتعافى، يتحسن، يتفوق على،يأخذ أفضل. (6%) gave no translation.

Chapter Five
Findings, Conclusion and Recommendations

In this chapter, findings, conclusion, and recommendations of the study will be presented.

5.1 Findings

The Table and the deep analysis of students' answers in the test revealed significant issues in translation process while translating idiomatic expressions from English into Arabic.

The findings of this study show that M.A. translation students at Yarmouk University encounter some challenges in translating idiomatic expressions from English into Arabic. The major challenge was their ability to find the functional equivalence in translating the idioms given in the test. Students, as the table *No.(1)* shows, did not produce the natural equivalence in most examples. Their translations mostly ranged between semi-adequate and inadequate translations, even though the researcher took the lead in his study when he provided the meaning of each idiom and identified each one in bold in an attempt to remove any obstruction or obscurity that may prevent students from producing their best renditions. In addition, he, to some extent, lifts the unfamiliarity with the idioms that may lead the students distract too much

from the required meaning of the idioms, and this is due to the specific features the idioms have such as their meaning can not be deduced from its constituents.

As discussed in chapter one and two, the role of translators is to give utmost care in translating idiomatic expressions. They should look for the equivalences in the TL of the SL idioms. This agrees with Larson (1984) who stresses the need for any translator to search for natural equivalents of idiomatic expressions in order to express the meaning of the idiom as a whole.

It is clear that a few number of students produced the equivalent translations of some idioms. This could be due to their ability to connect the meaning of the idiom to its context. In addition, this surely indicates that some of them have the cultural background of both languages, especially their mother-tongue language Arabic that helped them to translate some idioms adequately.

Translation, of course, is not just a process between two or more languages, but rather it is a process between cultures. The more cultural background the translator has, the better his or her translation will be. So cultural knowledge is the pillar in translating idioms. This agrees with Al-Shawi and Mahadi who said that a solid foundation of the culture of the TL is highly needed in translation.

Students in the test mostly produced semi-adequate and inadequate translations. Those who gave semi-adequate translations obviously resorted to the literal strategy in all cases. They depended on the meaning given to them without paying any attention to the context. They disregarded that idiomatic expressions are different from any language feature in that translators should take into consideration the sensitivity of idiomatic expressions from the rhetorical point of view. They are required to be highly sensitive to the rhetorical standards of idioms. For instance, when the majority of students translated the idiom "steer clear" into *تجنب*, they translated the meaning of the idiom, instead, which is "to avoid", while the adequate translation of this idiom is *نأى بنفسه*. So the Arabic idiom *نأى بنفسه* equals "steer clear" while *تجنب* is equivalent to *avoid*. This proves that equivalence poses a real challenge for them.

The study also shows that some students went far away from the context. They neither produced functional nor semi-adequate translation. This mistranslation may occur due to different reasons; it could be a lexical difficulty in choosing the appropriate item for the English idioms. This agrees with Newmark (1988) who says that the major difficulties in translating are lexical, not grammatical, such as translating idioms. Another challenge that students encountered was their inability to analyze the meaning

of the idiomatic expression and link them to their context to furnish and reach the functional equivalent rendition in Arabic for the English idiom. Students fell short of producing the good functional Arabic structures that fit the piece of writing. It shows that students have poor background and knowledge in their mother-tongue language Arabic. This may be due to their interest in English more than Arabic despite the fact they are translators who should master both languages at the same level. The study also shows that M.A. translation students are apparently not good readers of Arabic books which could enrich and increase their Arabic idioms they need in the translation process.

The results' analysis, the reader can notice that in translating the expression *get the better of*, those who produced the inadequate translation took advantage of the meaning given but unfortunately neither did they translate adequately nor semi-adequately. The meaning of the idiom says *if a feeling gets the better of you, it becomes too strong to control.* Students' inadequate translations were يتفوق على يتحسن، يتعافى. This is clearly what they understood from the last part of the meaning given to them which is "it becomes too strong to control". Their rendition, of course, is inappropriate and unacceptable. The level of sensitivity is missing here and in many other examples.

Lack of awareness of the importance of the idiomatic expressions as a tool used to embellish the spoken or written language is noticeable. The study also reveals that some students may have translated the idioms depending on guessing without drawing the least attention to the context and the meaning.

5.2. Conclusion

The researcher in this study has come up with the conclusion that M.A. translation students at Yarmouk University encounter some challenges while translating idiomatic expressions from English into Arabic according to the data he obtained throughout a test. They encountered challenges concerning the appropriate equivalence they chose and the translation strategy they used. Even though the unfamiliarity of students with the English idioms has been removed when the researcher added the meaning of each idiom for students in the test, they fell short of producing the functional translation for the idiomatic expressions. Their performance resulted in normal, acceptable translations to some extent, but not the type of translation needed for the idioms.

Students' performance proved that they do not distinguish between idioms and other language features. Translating idioms should be done with great care in order to preserve the high rhetorical level of idioms of the SL.

Students should have a broad knowledge of culture because they are considered translators and writers.

5.3. Recommendations

The researcher recommends the following:

1- More research is needed on the ability of M.A. translation students at Yarmouk University in translating idiomatic expressions from English into Arabic.

2- Sensitivity of the rhetorical standards should be seriously taken into consideration by M.A. translation students while translating idioms.

3- Translators should look for the functional equivalent not for the literal meaning of the SL idioms in the TL.

4- Translators should receive appropriate training on the specific features of idiomatic expressions.

5- Translators should take additional courses in Arabic and English languages and their cultural aspects in order to make them more sensitive to the Arabic and English idiomatic expressions.

6- Translators should have the rhetorical knowledge about the pair of languages they deal with in translation.

7- Finally, further studies are recommended on translating idiomatic expressions for M.A. students.

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المستخلص

الكوفحي، أحمد غالب تحديات تواجه طلبة ماجستير الترجمة في جامعة اليرموك في ترجمة مصطلحات ال سي أن أن إلى العربية، رسالة ماجستير، جامعة اليرموك، كلية الآداب، 2014 (المشرف: أ. د. عبدالله الشناق)

تهدف هذه الدراسة إلى استقصاء المشكلات التي يواجهها طلبة ماجستير الترجمة في جامعة اليرموك عند ترجمة المصطلحات الواردة في الموقع الإنجليزي لشبكة CNN الإخبارية. وتجمع هذه الدراسة بين الجانب العملي والنظري. ويقيم الباحث أهم التحديات التي يواجهها طلبة ماجستير الترجمة عند ترجمة المصطلحات الواردة في موقع CNN الانجليزي. ويقدم الباحث في هذه الدراسة لطلبة ماجستير الترجمة اختبارا من 23 نصاً، وكل نص يضم مصطلحا واحدا لترجمتها من الانجليزية إلى العربية. ثم يحلل الباحث الترجمات، آخذا بعين الاعتبار، الاستراتيجيات المستخدمة في ترجمتها وأنواع المكافئ التي اختارها الطلبة لترجمة المصطلحات. وقد قدمت المصطلحات المراد ترجمتها ضمن سياقها التام. ويقارن الباحث ترجمات الطلبة بنصوص حكمها مترجمون محترفون في الترجمة الإعلامية. ويخلص الباحث في هذه الدراسة ببعض الاستنتاجات والنتائج للمساعدة في ترجمة المصطلحات الواردة في التقارير الإخبارية لموقع CNN.

Appendix

Here is the test form as distributed among M.A. translation student at Yarmouk University.

1- Please translate the idioms in bold in the following sentences taking into consideration their meanings in italics:

1- Dahm's family cleared out of Atlantic City before the storm hit, but he says he **stayed put** to serve emergency personnel. At nightfall Monday, he said the water was lapping at the steps of his restaurant, where a generator was keeping the lights on.
** Stay put = To remain in a fixed or established position.*

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2 - Waterproof phones and tablets **make a splash.**
** Make a splash = to get a lot of public attention.*

3- In 2010, Malawi **made** international **headlines** when it arrested two men for getting married. The two were later pardoned after an international outcry.
**Make (the) headlines = to become an important news story.*

4- Rep. Freddy Bernal, a former Caracas mayor and close ally of President Hugo Chavez, told El Universal newspaper that Maria Corina Machado and other opposition candidates should **steer clear** of Chavez strongholds.
** Steer clear = to avoid someone or something.*

5- Orr's comments come as the community **come to grips with** Sunday's murder-suicide at Powell's Graham, Washington home.
** Come to grips with = to begin to deal with someone or something difficult or challenging in a sensible way.*

6- Global Times, whose editorial line often but not always reflects official Chinese policy, made it clear, though, that Beijing isn't about to **cut** Pyongyang **loose**.
** cut loose = if a person or organization cuts loose, they separate themselves from another person or organization.*

7- By the time the clock ran out on Beyonce's Super Bowl halftime performance on Sunday, the singer had **put to rest doubts** that she would give it her all.
** Put to rest = put an end to a rumor; to finish dealing with something and forget about it.*

8- He responded that they were on their own, because this is war. He also **dropped the bomb** on her that Glenn and Maggie had been kidnapped by Merle and "her friends" killed several people in town the night before.
** Drop a bomb = to announce shocking or startling news.*

9- Malaysian fighter jets and soldiers on Tuesday waged an offensive against a group of armed invaders from the Philippines, who have **staked a claim to** a remote part of the island of Borneo, authorities said.
** Stake a claim = show that you believe something is yours.*

10- He **drew a parallel** between the work of the media and that of the church, saying both worked to communicate "truth, beauty and goodness."
** Draw a parallel = to make a comparison.*

11- Romney **throws** campaign another **curve ball** with 'birther' remark.
** Throw a curve ball = to confuse someone by doing something tricky or unexpected.*

12- But once Vladimir Putin became president in 2000, "He started **making examples of** high-profile business people/oligarchs," Hale said.
* Make an example of = to point to someone as a bad example.

13- Speculation about Berezovsky's cause of death **ran the gamut** from suicide to heart attack with some pointing to his declining fortune as a possible clue.
** run the gamut = to cover a wide range [from one thing to another].*

14- Welch defended his widely noted Tweet last week questioning the drop in the September jobless rate, citing Goolsbee as saying in 2003 that "the government has **cooked the book**s."
** cook the books = to record false information in the accounts of an organization, especially in order to steal money.*

15- California's ban seems to **run counter to** polls that show rising support overall for same-sex marriage.
** Run counter to = be in opposition to something; to run against something.*

16- Chrysler Group **broke even** in September and ended its first post-bankruptcy quarter with more cash on hand than it had at the beginning of the period, the company's new boss said Wednesday.
Break even = for income to equal expenses.

17- Park, the current president, took office on February 25, five weeks ago. "You can**'t put it past** them the idea that they are ... trying to establish a new equilibrium in which they are accepted as a nuclear weapons state," Victor Cha, former director of Asian affairs for the U.S. National Security Council and now a Georgetown University professor, said about North Korea.

** Not put it past = to think that someone would not dare to do something.*

18- Redoine Faid fashioned himself as a modern-day gangster. He **thought big** -- getting inspiration from the movies, as when he wore a hockey mask like Robert DeNiro's character in "Heat" -- and acted audaciously, attacking armored trucks among other targets.

** Think big = to have big plans and ideas and be keen to achieve a lot.*

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19 - To save the economy, don't **beat around the bush**.

** Beat around the bush = to avoid answering a question; to stall; to waste time.*

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20 - Swift says that European brands like Azimut and Sunseeker have "**made a killing**" in China as the country's elite discovers the pleasures of messing about on boats.

** Make a killing = to have a great success, especially in making money.*

21- Kovacevic was arrested but **jumped bail** and fled to Serbia with the help of Serbian consular officials in New York

** Jump Bail = to fail to appear in court for trial and forfeit one's bail bond.*

22- Angelina Jolie chose to **bare her soul** in writing and I chose to follow her lead in front of all our viewers Tuesday.

** Bear one's soul = to reveal one's innermost thoughts to someone.*

23- But on 82 minutes, with the realization that his glittering 847-game career was winding down, the raw emotion of the moment **got the better of** the most iconic player of his generation.

** Get the better of = if a feeling gets the better of you, it becomes too strong to control*
